

English dialogic activities, skills, and interactive abilities among Chinese EFL students

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Abstract

This study aimed to determine English dialogic activities, skills, and interactive abilities among Chinese English as a Foreign Language (EFL) students in China to enhance the quality of college English teaching in China. A descriptive quantitative method was employed with 405 undergraduate college-level students from Huainan Normal University in China participating in this research through an online survey questionnaire. A four-part survey questionnaire was used as the instrument to gather data. To ensure the reliability of the study a descriptive correlational study method was used. The findings of this research indicated an overall favorable attitude towards English dialogic activities, skills, and interactive abilities among Chinese EFL college students. In terms of English dialogic activities, the high scores in openness for dialogue, dialogue participation, and students' attitudes suggest effective teaching practices and a conducive learning environment. Regarding English dialogic skills, while speaking skills received the highest recognition, reasoning, and critical thinking skills were also viewed positively but could benefit from additional focused interventions. In terms of dialogic interactive abilities, it revealed a collective consensus on the significance and effectiveness of interactive abilities. In addition, there were highly significant correlations among the three variables. Thus, a dialogic learning program for EFL Chinese learners was proposed to enhance Chinese college English teaching and learning. Therefore, recommendations to policymakers, curriculum designers, and English teachers to help learners pay more attention to English dialogic activities, skills, and interactive abilities to adapt to college English learning were forwarded.

Keywords: English dialogic activities, skills and interactive abilities, Chinese EFL college students

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1. Introduction

Dialogue is one of the main ways of human existence, and it is both an ancient and modern teaching method. Paulo Freire, Martin Buber, and Mikhail Bakhtin, the three founders of the study of dialogic teaching, have all made profound and incisive discussions on dialogic teaching in their writings. They believe that dialogic teaching is a revolution of traditional indoctrination and the only way to realize equality, democracy, and freedom in the classroom. Summarizing the tradition and status quo, theory and practice, and based on an interdisciplinary vision, Zhang Hua defines dialogic teaching as: "Dialogue Teaching is a discourse practice in which teachers and students integrate reflection and interaction based on the perception of relational values and relationships and collaborate to create knowledge and life while respecting differences. The practice aims to develop critical consciousness, free-thinking, independent personalities, and communities concerned with ethics and democracy."

As an important part of dialogic teaching, dialogic activities in language education are designed to foster interaction, communication, and the practical use of language skills. These activities are integral to the language learning process, enabling learners to practice and refine their speaking and listening abilities in contextually rich and engaging environments. The implementation of dialogic activities in the language classroom serves several pedagogical functions, contributing to the holistic development of language learners. Learning for students is no longer a passive acceptance of the teacher's indoctrination but a knowledge generation that takes place in teacher-student and student-student dialogues and cooperation (He et. al., 2020). In the context of Chinese EFL learners, the implementation of dialogic activities is particularly significant due to the traditional emphasis on rote memorization and teacher-centered instruction that has historically characterized Chinese education. Transitioning to a learner-centered model necessitates the cultivation of interactive skills that promote effective communication, critical thinking, and collaborative problem-solving (Li et. al., 2019). Therefore, the focus shifts to understanding how dialogic practices can foster a conducive learning environment that supports these skills.

Studies have revealed that engaging Chinese EFL students in dialogic activities, such as peer feedback sessions, collaborative writing tasks, and classroom discussions, not only enhances their linguistic abilities but also builds confidence and reduces language anxiety. For instance, Zhang et. al.,(2021) highlighted how peer feedback enables learners to critically engage with their own and others' writing, facilitating deeper comprehension and grammatical accuracy. Similarly, collaborative writing has been shown to improve not only the quality of students' written work but also their ability to generate and negotiate ideas collectively (Li et. al., 2019). The dialogical principle of teaching pursues the creative nature of the teaching process, and the teaching content is created in the teaching process. Therefore, dialogic skills in the teaching process encompass a range of competencies that enable learners to engage effectively in interactive communication. These skills are critical for achieving communicative competence and are developed through various dialogic activities. By mastering these skills, learners can participate more fully in conversations, debates, discussions, and other forms of spoken interaction (Huang, 2020).

In addition to these benefits, dialogic skills have been found to significantly impact learners' speaking proficiency, which includes speaking skills, reasoning skills, and critical thinking skills. He et. al.,(2020) demonstrated that the development of dialogic skills improves not only students' readiness to communicate in English but also their ability to use various language learning strategies, thereby enhancing overall speaking skills. Moreover, dialogic interactive abilities provide real-life contexts in which students can practice language use, receive immediate feedback, and reflect on their learning processes. As emphasized by Ren (2021), these interactive engagements are fundamental in developing pragmatic competence — the ability to use language effectively and appropriately in social contexts. Interactive abilities implies the humanization of the teacher-student relationship. In contemporary society, where authority is dissolved, only the teacher-student relationship

of democratic and equal dialogue is truly humanized. Dialogue in the modern sense not only includes the language conversation between teachers and students in the narrow sense but also refers to teachers and students opening their hearts to each other's spiritual world and accepting each other's thoughts. Not only do students learn from teachers, but teachers also learn from students, which is a kind of spiritual equality and sincere communication in the true sense of the word (Huang, 2020). In a nutshell, the principle of dialogue teaching advocates and pursues the humanization of teaching in practice.

Huang (2020) explored the development of the interactive abilities the construction of interactive learning spaces in Chinese EFL classrooms was strengthened, finding that positive teacher-student interactions significantly contribute to a supportive and effective learning environment. This environment is essential for engaging students in meaningful dialogue and fostering a community of practice where language skills can be developed organically. The development of English language proficiency among Chinese EFL students has been a focal point of academic research and educational policy in recent years, with an increasing emphasis on dialogic activities, skills, and interactive abilities. Dialogic learning, centering on dialogue and interaction as primary pedagogical tools, has been identified as a crucial component in enhancing language acquisition. This approach leverages communicative competence, wherein students actively engage in discourse, negotiate meaning, and co-construct knowledge through interaction with peers and instructors (Zhang et. al., 2021).

Consequently, improving interactive abilities through dialogic activities and the development of dialogic skills leads to a more holistic language learning experience that aligns with global communicative standards. As educational paradigms continue to evolve, it is imperative to explore and document the efficacy of dialogic approaches in the EFL classroom. The foregoing discussions of valuable findings and pedagogical implications from recent studies in the context of dialogic communication provide the *raison d'être* of this paper. Through this exploration, educators and policymakers can better support the integration of dialogic practices to enhance English language teaching and learning outcomes among college students in China.

Objectives of the Study - The purpose of this study was to determine English dialogic activities, skills, and interactive abilities among Chinese EFL students and to propose a dialogic learning program for EFL Chinese learners. Specifically, this study determined respondents' dialogic activities in terms of openness for dialogue, dialogic participation, and students' attitudes; identified dialogic skills in terms of learners' speaking skills, reasoning skills, and critical thinking skills in class of the college English teaching in China; assessed the dialogic interactive abilities in terms of interactive conscience, performances' assessments and changes of perspective; tested the relationships among the variables of English dialogic activities, skills, and dialogic interactive abilities; proposed a dialogic learning program for EFL Chinese learners for enhancing English dialogic activities, skills, and interactive abilities.

2. Method

Research Design - This study utilized a quantitative research design with a survey methodology using the descriptive approach to investigate English dialogic activities, skills, and interactive abilities among Chinese EFL (English as a Foreign Language) students. The survey-based approach is advantageous for gathering comprehensive data from a large sample size, allowing for statistical analysis and generalization of findings (Li et. al., 2023.). This design facilitated understanding the correlation between various respondent demographics and their experiences with English dialogic activities and competencies.

Participants of the Study - The study was carried out in the selected university, Huainan Normal University in China with a total population of 19000. The sampling size was calculated by Raosoft sample size calculator, with a confidence level of 95 percent and a margin of error of 5 percent. In the end, 405 valid questionnaires were collected. Random sampling was employed as the sampling method and participants were randomly chosen in the selected university. But limited to human and financial resources, this survey employed a random sampling method to select current freshman and sophomore students from Huainan Normal University (undergraduate students) as

the target population. The participants consisted of 405 Chinese EFL students in Huainan Normal University who were currently enrolled in English courses across different academic levels and majors. The sample was stratified based on these criteria to ensure diversity and representativeness. A stratified random sampling method ensured that subgroups within the population were adequately represented, providing a more accurate reflection of the entire student population.

Instruments of the Study - In survey research, the central tool for data collection is the questionnaire. This tool consists of a series of standardized questions, or items, aimed at collecting specific data on certain topics. Essentially, a questionnaire is a research instrument that includes a set of questions intended to obtain information from participants. Using questionnaires is an efficient, straightforward, and cost-effective approach for collecting data from a large group of individuals. The survey questionnaire in this study consisted of four parts, including a demographic profile, an English dialogic activities questionnaire, an English dialogic skills questionnaire, and an English dialogic interactive abilities questionnaire. The questionnaires were adapted for the present study based on previous studies and the specific context of this study. The primary data collection instrument is a structured questionnaire by Wenjuanxing app derived from established surveys such as the Dialogic Teaching Questionnaire (DTQ) by Gröschner et. al., (2021) and the Speaking Strategies Questionnaire by Maamar(2014).

The first part of the questionnaire gathered information about the participants' sex, English proficiency level, academic year, and major. The second part included 20 items about English dialogic activities, which are openness for dialogue(5 items), dialogic participation(5 items), and students' attitudes(10 items). The third part was about English dialogic skills including 24 items that examine respondents' skills in speaking(8 items), reasoning(7 items), and critical thinking (9 items), each essential for effective dialogue in English learning. The fourth part measures respondents' interactive abilities about interactive conscience (5 items), performance assessments (10 items), and changes of perspective (5 items). Responses were scored on a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree), following methodologies recommended by Dauzón-Ledesma et. al., (2023) for survey design and implementation. To ensure the reliability of the questionnaire, a pilot test was conducted on 30 freshmen and sophomores of different majors from Huainan Normal University in China. The result of the reliability test is shown below. The Cronbach alpha coefficients of all subscales ranged from 0.782 to 0.954, indicating good reliability of the whole questionnaire.

Table A
Reliability Test Result

Indicators	Cronbach Alpha	Remarks
Learners' Speaking Skills	0.868	Good
Learners' Reasoning Skills	0.832	Good
Learner's Critical Thinking Skills	0.954	Excellent
Openness for Dialogue	0.851	Good
Dialogic Participation	0.923	Excellent
Students Attitudes	0.868	Good
Interactive Conscience	0.782	Acceptable
Performances' Assessments	0.931	Excellent
Changes of Perspective	0.814	Good

Data Gathering Procedure - Creating the questionnaire at the outset of the study involved an extensive literature review and consultations with the adviser and instructors. Initially developed in English, the surveys were translated into Chinese by the author. Three professors then verified the translation's accuracy. Following rigorous modifications, the questionnaire was tested and refined. The final version was uploaded to the Wenjuanxing platform, where it underwent thorough checks for accuracy. Before the main survey, a pilot test was conducted to ensure the questionnaire's reliability, which proved to be high. This allowed for the collection of dependable data. The full survey was subsequently distributed through Wenjuanxing to students of various majors at Huainan Normal University.

The initial step involved contacting instructors from different departments, who then received the survey via

a Quick Response (QR) Code or a website link. Both formats were suitable and available for completing the survey. Instructors were fully briefed on the specific objectives of the questionnaire. Several teachers were tasked with referring eligible students within their departments. They were required to explain the survey's purpose, format, and total number of questions in the clearest possible terms to ensure accurate participant responses. Due to the study's scale, patience was essential to address all queries. Students able to respond to the questionnaire were expected to significantly contribute to the investigation. Upon receiving the QR code or link, they could scan it via WeChat or click the link to access the website and complete the survey on their phones, provided they were interested and willing. This setup ensured that those who participated could substantially assist in the research by completing the survey accurately.

The extensive survey was conducted online using Wenjuanxing, a popular and user-friendly survey website in China. After the questionnaire was created on the site, a QR code was generated automatically. Participants could easily access the survey by scanning the QR code with their smartphones, directing them to the questionnaire webpage. The researcher collected completed questionnaires within an established time frame by Wenjuanxing app online and ensured responses were anonymous to maintain participants' confidentiality. The survey form included a data privacy statement that informed participants that their participation was voluntary and that they could choose to continue or stop answering at any point, in line with ethical guidelines.

Data Analysis - To score responses, the standard Likert scale approach was used, which involves summing the values of the selected responses to calculate a score for each participant. Input and code the data into statistical software such as SPSS for analysis. Perform descriptive statistics to summarize the data, and employ inferential statistics (e.g., ANOVA, regression analysis) to examine relationships between variables (Subhan et. al., 2023). The data from the questionnaire was first tabulated and then analyzed using the statistical software SPSS version 27. This analysis aimed to understand the status of each variable and explore the relationships among the three variables. Frequency and percentage distributions were used to portray the demographic information of respondents, including sex, English proficiency level, academic year, and major.

To describe the current status and characteristics of participants regarding three variables (English dialogic activities, English dialogic skills, and dialogic interactive abilities among Chinese EFL learners), weighted mean, verbal explanations, and rankings were utilized. The interpretation range for the Likert scale ratings was: Strongly Agree ranging from 3.50 to 4.00, Agree from 2.50 to 3.49, Disagree from 1.50 to 2.49, and Strongly Disagree from 1.00 to 1.49. Analyzing the scores provided insight into the patterns and relationships among the responses. The results were then interpreted, leading to conclusions. Correlation analysis assessed the significant relationships among English dialogic activities, English dialogic skills, and dialogic interactive abilities. Based on the findings, conclusions and recommendations were made to inform ongoing and future studies.

Ethical Considerations - To adhere to ethical standards and ensure confidentiality, all data obtained from the survey was collected anonymously, stored securely, and managed with the highest degree of care. The survey began with a consent form that informed participants about the research's purpose and the tasks they were expected to complete. Participants were assured that their responses were entirely anonymous and that all collected data would be used exclusively for this research and held in strict confidence. The survey did not collect any personal information apart from gender, English proficiency level, academic year, and major. No cookies or personal data stored by the participants' web browsers were utilized in this survey. Participants retained the right to voluntarily join or withdraw from the research at any point. By proceeding to answer the questionnaire, they provided their explicit consent to participate in the study. This research received approval from the Ethics Review Committee of the Lyceum of the Philippines University – Batangas.

3. RESULTS AND DISCUSSION

Table 1

Summary Table on English Dialogic Activities

Indicators	Weighted Mean	Verbal Interpretation	Rank
Openness for Dialogue	3.59	Strongly Agree	1
Dialogic Participation	3.55	Strongly Agree	2
Students' Attitude	3.46	Agree	3
Composite Mean	3.53	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 reveals that the highest level of agreement among respondents was regarding the openness for dialogue. Based on Table 1, indicators related to English dialogic activities have been summarized, showing a composite mean of 3.53, which fell within the "Strongly Agree" category. This composite mean reflects an overall positive perception of dialogic activities in English learning.

With a weighted mean of 3.59, indicator 1 ranked the highest, which indicates students strongly agree that there was openness for dialogue in their English learning activities. This suggests that students felt they have ample opportunities to express their thoughts and engage in meaningful discussions. According to Mercer et. al., (2019), creating an open dialogic environment encourages deeper understanding and critical thinking. Wegerif (2019) also highlights the importance of openness in fostering an inclusive and collaborative learning atmosphere. A strong perception that the environment encourages open communication and exchange of ideas. This openness can be attributed to institutional policies that promote transparency, inclusivity, and respect for diverse perspectives. Such an environment is crucial for fostering a culture of collaboration and mutual understanding. Students perceive a significant level of openness for dialogue within their learning environments. This implies that the classroom atmosphere encourages open communication, questioning, and sharing of ideas. Such an environment is crucial for fostering a culture of mutual respect and collaborative learning, where students feel comfortable expressing their thoughts and engaging in meaningful dialogues.

Indicator 2 reflects the level of participation in dialogues within the educational setting, which ranked the second. A weighted mean of 3.55 indicated that students and teachers actively engaged in dialogic activities. Such participation is essential for deeper understanding and critical thinking. This strong agreement may result from structured activities that encouraged discussion, such as group projects, debates, and interactive lectures. The weighted mean indicated strong engagement in dialogue participation. Active participation involved students contributing to discussions, collaborating with peers, and engaging in problem-solving activities. This high level of participation reflects positively on the teaching methods that promote interactive and student-centered learning environments. Encouraging dialogue participation helps in the development of communication skills, empathy, and the ability to articulate thoughts clearly, all of which are critical components of language proficiency (Mercer et al., 2017). Above that, students strongly agreed that they actively participated in dialogic activities. This indicates that students were engaged and involved in discussions, which is essential for developing communication and critical thinking skills. Kuhn et. al., (2018) argue that active participation in dialogue enhances cognitive development and argumentation skills. Hattie et. al., (2019) also emphasize that dialogic participation is key to effective learning and feedback.

Ranking the lowest, students agree that their attitude toward English dialogic activities is positive. This indicates a generally favorable perception of the activities, though slightly lower than the other indicators. Zhang et. al., (2019) highlight the impact of positive student attitudes on academic achievement and engagement. Chamorro-Premuzic et. al., (2018) note that attitudes toward learning activities significantly affected students' motivation and performance. Indicator 3, with a weighted mean of 3.46, showed a general agreement about the overall participation in dialogic activities. While the rating was positive, it was lower than the other indicators, suggesting that there might be barriers to full participation. These could include factors like unequal participation opportunities, varying levels of comfort with public speaking, or differences in language proficiency. Addressing

these barriers through targeted support and inclusive practices can help improve this aspect. With a weighted mean of 3.46, this indicator falls into the "Agree" category, suggesting that while students are generally involved, there is room for improvement.

Dialogic participation includes activities such as collaborative problem-solving and creating shared meaning through dialogue. The slightly lower score may indicate a need for more structured opportunities for students to engage in such activities, or it may reflect occasional barriers to effective dialogic interactions. Enhancing dialogic participation can involve integrating more interactive and collaborative tasks into the curriculum to foster deeper engagement and critical thinking (Wegerif, 2018). Positive attitudes are essential for motivation and sustained engagement in learning. Students who enjoy and feel confident in their learning environment are more likely to participate actively and achieve better outcomes. Maintaining and enhancing student attitudes can be achieved by using varied teaching methods, providing relevant and challenging tasks, and creating a supportive classroom environment that recognizes students' efforts and achievements (Zhao et. al., 2020).

The composite mean of 3.53 suggests an overall strong agreement towards the effectiveness of English dialogic activities. The overall strong agreement indicates a positive perception of the English dialogic activities across the various indicators. The high scores in openness for dialogue, dialogue participation, and students' attitudes suggest effective teaching practices and a conducive learning environment. However, the lower score in dialogic participation points to potential areas for improvement. Focusing on enhancing dialogic engagement through more collaborative and interactive tasks can help elevate this aspect, ensuring a more holistic development in English language proficiency (García-Moreno et al., 2020). This suggests that the initiatives taken to foster dialogue are generally successful and well-received. The high composite score underscores the importance of maintaining and enhancing dialogic practices to support student engagement and learning outcomes. Continued efforts to create open, participatory, and supportive learning environments will help sustain these positive attitudes and participation levels.

Table 2

Summary Table on English Dialogic Skills

Indicators	Weighted Mean	Verbal Interpretation	Rank
Learners' Speaking Skills	3.50	Strongly Agree	1
Learners' Reasoning Skills	3.49	Agree	2.5
Learners' Critical Thinking Skills	3.49	Agree	2.5
Composite Mean	3.49	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 presents a summary of English dialogic skills, assessed through three key areas: learners' speaking skills, learners' reasoning skills, and learners' critical thinking skills. Each indicator was evaluated using a weighted mean and verbally interpreted based on the provided legend. The composite mean reflected an overall assessment of the learners' English dialogic skills.

With the highest weighted mean of 3.50, indicator 1 highlighted a strong perception of improvement in speaking skills among learners. The respondents strongly agreed that their speaking skills have improved through English dialogic activities. This highest-ranking indicator suggested that learners feel confident in their ability to articulate thoughts and ideas verbally. Speaking skills are often emphasized in dialogic pedagogy, which involves interactive and communicative teaching approaches. This could explain why speaking skills are perceived so positively by students (Nunan, 2020). The environment may be conducive to practice and feedback, allowing for the effective development of oratory competencies. Respondents strongly agree that their speaking skills are well-developed through dialogic activities. Speaking skills are essential for effective communication and are enhanced through activities that promote extensive practice, feedback, and interaction. This strong agreement suggests that students feel confident and supported in their speaking endeavors. Techniques such as role-playing, discussions, presentations, and peer feedback are likely contributing to this positive perception.

In terms of indicator 2, respondents agreed that their reasoning skills have improved, though this indicator

ranks slightly lower than their speaking skills. The weighted mean of 3.49 indicated that learners feel their reasoning skills improve via dialogic activities, but there is slight room for enhancement. Reasoning skills are crucial in dialogic learning as they enable students to support their ideas with logical arguments and evidence. The educational focus on reasoning may not be as direct and frequent as speaking practice, which could account for the marginally lower score (Mercer, 2019; Kuhn, 2020). Integrating more structured reasoning activities, such as debates and problem-solving tasks, could further enhance these skills. Respondents agree that their reasoning skills are developed through dialogic activities. Reasoning skills are crucial for problem-solving, decision-making, and logical thinking. Activities that require learners to justify their opinions, analyze scenarios, and engage in structured debates can sharpen reasoning abilities. To further develop these skills, educators can integrate more critical thinking exercises, reflective tasks, and problem-based learning scenarios. Encouraging students to articulate their thought processes and engage in meta-cognitive activities can also boost their reasoning skills (Farrell, 2021).

Respondents also agreed that their critical thinking skills have developed, with indicator 3 sharing its rank with reasoning skills. Critical thinking is a significant outcome of engaging in dialogic activities, which encourage students to analyze, evaluate, and synthesize information. The slightly lower ranking, compared to speaking skills, may be due to the complexity and depth required to develop critical thinking abilities fully. Ensuring adequate emphasis on critical thinking in the curriculum through projects, reflective activities, and case studies can support further development. For indicator 3 with a weighted mean of 3.49, learners perceive a positive impact on their critical thinking skills from dialogic activities, although there is potential for further growth. Respondents also agree that their critical thinking skills have developed, with this indicator sharing its rank with reasoning skills. Critical thinking is a significant outcome of engaging in dialogic activities, which encourage students to analyze, evaluate, and synthesize information (Ennis, 2018; Facione, 2020). The slightly lower ranking, compared to speaking skills, may be due to the complexity and depth required to develop critical thinking abilities fully (Ennis, 2018; Facione, 2020). Ensuring adequate emphasis on critical thinking in the curriculum through projects, reflective activities, and case studies can support further development. Critical thinking is essential for evaluating information, making reasoned judgments, and thinking independently. Activities such as debates, analytical discussions, and case studies can foster critical thinking. To enhance these skills, educators can encourage students to question assumptions, evaluate evidence, and consider multiple perspectives. Embedding critical thinking prompts in assessments and classroom discussions can also promote a deeper engagement with content (Mercer et al., 2019).

The composite mean of 3.49 suggested overall positive agreement towards the development of English dialogic skills. The overall agreement reflected a general satisfaction with the development of speaking, reasoning, and critical thinking skills through dialogic activities. While speaking skills received the highest recognition, reasoning, and critical thinking skills are also viewed positively but could benefit from additional focused interventions. By integrating more targeted activities that promote deeper analytical and reflective thinking, educators can further bolster these skills. Continuous assessment and adaptive teaching strategies can ensure that all aspects of dialogic skills are effectively nurtured and enhanced (Ghazali & Zakaria, 2020).

Table 3

Summary Table on Dialogic Interactive Abilities

Indicators	Weighted Mean	Verbal Interpretation	Rank
Interactive Conscience	3.50	Strongly Agree	2
Performances' Assessments	3.51	Strongly Agree	1
Changes of Perspective	3.49	Agree	3
Composite Mean	3.50	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 presents a summary of dialogic interactive abilities, highlighting various indicators that measure learners' engagement and effectiveness in these abilities. The table includes the following columns: Indicators, Weighted Mean, Verbal Interpretation, and Rank. Each indicator was assessed based on the weighted mean score,

which reflected respondents' agreement levels, and is given a verbal interpretation and rank.

The top-ranking indicator 2 suggested that students strongly agreed with their ability to assess and reflect on their performances during dialogic interactions. This keen self-assessment helps in self-improvement and can lead to more effective communication skills development (Shute, 2020). Regular self-assessment can enhance metacognitive skills and promote a deeper understanding of one's strengths and areas for growth. Hattie and Clarke (2019) emphasize the importance of performance assessments in providing constructive feedback that guides student learning and development. It signifies the paramount importance of dialogic interactive abilities. Performance assessments involve evaluating the quality and efficacy of participants' contributions and interactions within dialogues. These assessments help facilitate self-reflection, constructive criticism, and improvement among participants. The high rating for interactive conscience reflected that students feel particularly engaged in monitoring and guiding their interactions during dialogic activities. This indicates that students are conscious of the quality of their interactions and strive for effective communication and collaboration. This high score reflects the importance participants place on being aware of and responsive to the ethical dimensions and reflexivity in dialogue. Interactive conscience pertains to the responsibility individuals within dialogues hold to be considerate, self-aware, and engage meaningfully. Such a conscience ensures that discussions remain productive, respectful, and empathetic, fostering an environment where all viewpoints can be heard and considered. Interactive conscience is critical in maintaining the integrity and depth of dialogue. Participants' commitment to this indicator reflects a shared value system that prioritizes ethical dialogue practices (Mercer et. al., 2019). According to Mercer et. al., (2019), interactive conscience is crucial for effective dialogic teaching, as it encourages active listening and empathy.

While still within the "Agree" range, indicator 3 relating to changes of perspective ranked the lowest. While it received the lowest weighted mean among the three indicators, it still signified a positive agreement on its importance. This suggests that students acknowledge the importance of considering different viewpoints but may benefit from further engagement in activities that foster perspective-taking skills. Encouraging dialogue that challenges one's own perspective can deepen critical thinking. Changing perspectives during dialogue is essential for broadening understanding, fostering empathy, and encouraging thoughtful consideration of diverse viewpoints. Perspective shifts allow participants to see issues from different angles, promoting more comprehensive and inclusive dialogues. This indicator's slightly lower ranking might suggest that while valued, it is seen as a consequence of a strong interactive conscience and robust performance assessments rather than a standalone priority. Respondents agree that dialogic activities help them change perspectives. While respondents recognize the value of gaining new viewpoints, this aspect may be slightly less emphasized or experienced compared to interactive conscience and performance assessments. Kuhn et. al., (2018) argue that dialogic argumentation is essential for promoting perspective-taking and critical thinking. Wegerif (2019) also highlights the role of dialogic education in helping learners understand and appreciate multiple perspectives.

The composite mean of 3.50 ranked the overall indicators in the "Strongly Agree" category. This finding revealed a collective consensus on the significance and effectiveness of dialogic interactive abilities. The high composite mean signified a strong endorsement of the combined importance of interactive conscience, performance assessments, and the necessity of changing perspectives in fostering productive and meaningful dialogues.

Table 4

Relationship Between English Dialogic Activities and English Dialogic Skills

Openness for Dialogue	r-value	p-value	Interpretation
Learners' Speaking Skills	.762**	0.000	Highly Significant
Learners' Reasoning Skills	.769**	0.000	Highly Significant
Learners' Critical Thinking Skills	.752**	0.000	Highly Significant

Dialogic Participation			
Learners' Speaking Skills	.838**	0.000	Highly Significant
Learners' Reasoning Skills	.836**	0.000	Highly Significant
Learners' Critical Thinking Skills	.803**	0.000	Highly Significant
Students' Attitude			
Learners' Speaking Skills	.904**	0.000	Highly Significant
Learners' Reasoning Skills	.901**	0.000	Highly Significant
Learners' Critical Thinking Skills	.871**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 presents the correlation analysis results examining the relationship between various aspects of English dialogic activities and English dialogic skills. The table includes r-values and p-values for different pairs of variables, with interpretations of their significance. The skills assessed were learners' speaking skills, reasoning skills, and critical thinking skills. All the relationships presented were highly significant, as indicated by p-values of 0.000 and correlation coefficients (r-values) denoted with **, where significance was set at p-value < 0.01.

In terms of Openness for Dialogue, these high r-values indicate a strong, positive, and highly significant relationship between openness for dialogue and all three dialogic skills. Learners who are more open to dialogue tend to have better speaking, reasoning, and critical thinking skills. This implies that the willingness to engage in open communication and exchange of ideas fosters skill development in various areas. Encouraging openness for dialogue can lead to significant improvements in speaking, reasoning, and critical thinking skills. This underscores the importance of creating an environment where learners feel comfortable and encouraged to engage in dialogue (Wegerif, 2019). According to Wegerif (2019), openness to dialogue allows learners to explore different viewpoints, leading to improved critical thinking and reasoning skills. This openness facilitates deeper understanding and helps students articulate their thoughts more effectively.

Shute (2020) found that students who participate in dialogic activities show significant improvements in their reasoning and critical thinking skills. Dialogic participation encourages students to consider multiple perspectives and engage in reflective thinking, which enhances their overall cognitive abilities. Dialogic participation appears to have the strongest correlation with speaking skills ($r = .869$), followed by reasoning skills ($r = .849$) and critical thinking skills ($r = .830$). This suggests that engaging deeply in dialogic activities, perhaps those that are more extensive or intensive, is significantly linked to improved dialogic skills across the board. This underlies the importance of structured and meaningful dialogic interactions in educational settings. Zhang et. al., (2019) emphasize the role of students' attitudes in their academic performance. A positive attitude towards learning activities, including dialogic interactions, is associated with higher motivation and better learning outcomes. Students' attitudes towards learning and dialogue exhibit the highest correlations with dialogic skills. The most substantial relationships are observed with speaking skills ($r = .904$) and reasoning skills ($r = .901$), indicating that a positive attitude greatly enhances these skills. Critical thinking skills also show a strong relationship ($r = .871$), underscoring the overall impact of attitude on dialogic competencies. This emphasizes the role of intrinsic motivation and positive disposition in language learning.

The uniformly high and significant r-values indicate robust relationships between dialogic activities and dialogic skills. This reinforces the critical role of engagement in dialogic activities and maintaining a positive attitude toward dialogue and learning in enhancing learners' speaking, reasoning, and critical thinking skills. Developing strategies to foster openness, participation, and positive attitudes in dialogic contexts can significantly contribute to the improvement of these essential skills. The analysis demonstrates that all measured aspects of dialogic activities—openness for dialogue, dialogic participation, and students' attitudes—are highly significant in enhancing learners' speaking, reasoning, and critical thinking skills. These findings underscore the importance of fostering an open, participatory, and positive environment for dialogic activities to develop essential dialogic skills.

Table 5*Relationship Between English Dialogic Activities and Dialogic Interactive Abilities*

Openness for Dialogue	r-value	p-value	Interpretation
Interactive Conscience	.749**	0.000	Highly Significant
Performances' Assessments	.732**	0.000	Highly Significant
Changes of Perspective	.695**	0.000	Highly Significant
Dialogic Participation			
Interactive Conscience	.817**	0.000	Highly Significant
Performances' Assessments	.807**	0.000	Highly Significant
Changes of Perspective	.795**	0.000	Highly Significant
Students' Attitude			
Interactive Conscience	.854**	0.000	Highly Significant
Performances' Assessments	.865**	0.000	Highly Significant
Changes of Perspective	.842**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 illustrates the relationship between various English dialogic activities and dialogic interactive abilities. The table examines how "Openness for Dialogue," "Dialogic Participation," and "Students' Attitude" correlate with factors such as "Interactive Conscience," "Performances' Assessments," and "Changes of Perspective." The statistical values provided, including r-values and p-values, indicate the strength and significance of these relationships. Each pair of activities demonstrates a highly significant positive relationship, indicating a strong association between English dialogic activities and their interactive components.

In terms of the Openness for Dialogue, Interactive Conscience ($r = 0.749$, $p = 0.000$)**, this high correlation suggests that students who were more open to dialogue tend to have a stronger interactive conscience. This can be interpreted as these students being more mindful, ethical, and considerate in interactions. Research by Mercer et al., (2017) points out that open dialogue fosters an environment where students develop critical thinking skills and ethical reasoning. Performances' Assessments ($r = 0.732$, $p = 0.000$), indicate a strong positive correlation between openness for dialogue and interactive conscience. The p-value of 0.000 suggests that this relationship is highly significant. The p-value confirms the significance of this relationship. Mercer et al., (2019) highlighted that performance assessments can be enriched through dialogic interactions, which encourage deeper understanding and collaborative evaluation. For Changes of Perspective ($r = 0.695$, $p = 0.000$), openness for dialogue also strongly correlates with changes in perspective, with a highly significant p-value. Wegerif (2018) argued that dialogic openness fosters cognitive flexibility and the ability to consider multiple viewpoints, leading to significant shifts in perspectives. This significant correlation underscores that students open to dialogue frequently adjust their perspectives. Wegerif (2018) highlights that dialogic education encourages students to view issues from multiple angles, fostering perspective-taking.

In terms of Dialogic Participation, Interactive Conscience ($r = 0.816$, $p = 0.000$), dialogic participation shows a very strong positive correlation with interactive conscience, and this was statistically highly significant. This aligns with Boyd et al., (2020), who found that active participation in dialogic interactions promotes ethical reasoning and a sense of shared responsibility. A very strong correlation indicates that students who actively participate in dialogue tend to have a well-developed interactive conscience. Howe et al. (2019) found that dialogic participation enhances moral and ethical reasoning as students navigate through diverse viewpoints. Performances' Assessments ($r = 0.806$, $p = 0.000$)**, the high correlation here suggests that active dialogic participants are proficient at evaluating their performances. This activity pair has a strong positive correlation, and the p-value indicates high significance. For Changes of Perspective ($r = 0.789$, $p = 0.000$), the correlation between dialogic participation and changes of perspective is strong and highly significant. Mercer et al., (2019) noted that active engagement in dialogue helps students to reconceptualize their ideas and adopt new perspectives. The significance of this relationship indicates that dialogic participation is strongly associated with the ability to change perspective, reflecting the findings of Howe et al. (2019) that engaging in dialogue encourages cognitive flexibility.

In terms of Students' Attitudes, about Interactive Conscience ($r = 0.854$, $p = 0.000$), the relationship between students' attitudes and interactive conscience was the strongest among all pairs, with a highly significant p-value.

Positive student attitudes towards dialogue are crucial for developing an interactive conscience, which involves ethical reflection and responsibility. The highest correlation in the table shows that students' attitudes are profoundly linked to their interactive conscience. This aligns with Wegerif (2018) who suggests that positive attitudes toward learning and dialogue are associated with ethical and consensual behavior. Considering Performances' Assessments ($r = 0.865$, $p = 0.000$)**, the most significant relationship observed implies that students with positive attitudes towards dialogue are highly competent in assessing their performances. This pair also shows the highest correlation coefficient, suggesting an extremely strong positive relationship, which is highly significant. Boyd et. al.,(2020) indicated that positive attitudes toward dialogic interactions lead to more constructive and accurate performance assessments. For Changes of Perspective ($r = 0.842$, $p = 0.000$), there is a very strong positive correlation between students' attitudes and changes of perspective, again highly significant. Wegerif (2018) pointed out that students with positive attitudes toward dialogue are more likely to experience significant changes in their perspectives, as they are open to considering different viewpoints. This high correlation suggests that a positive student attitude toward dialogue is significantly associated with the ability to adopt different perspectives. Students with a positive outlook on dialogue are more open to understanding and integrating diverse perspectives. The table reveals that all measured correlations between English Dialogic Activities and Dialogic Interactive Abilities are highly significant (p -value = 0.000), indicating that as one aspect improves, the related interactive aspect also shows significant positive changes. The strong r -values (ranging from 0.695 to 0.865) reflect the robust nature of these relationships.

Table 6*Relationship Between English Dialogic Skills and Dialogic Interactive Abilities*

Learners' Speaking Skills	r-value	p-value	Interpretation
Interactive Conscience	.881**	0.000	Highly Significant
Performances' Assessments	.883**	0.000	Highly Significant
Changes of Perspective	.845**	0.000	Highly Significant
Learners' Reasoning Skills			
Interactive Conscience	.905**	0.000	Highly Significant
Performances' Assessments	.893**	0.000	Highly Significant
Changes of Perspective	.869**	0.000	Highly Significant
Learners' Critical Thinking Skills			
Interactive Conscience	.900**	0.000	Highly Significant
Performances' Assessments	.893**	0.000	Highly Significant
Changes of Perspective	.856**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

The table shows the relationship between various English Dialogic Skills and Dialogic Interactive Abilities. It presents the correlation coefficients (r -values) and their statistical significance (p -values) for three pairs of skills under three different dialogic skill categories. Each pair of skills demonstrates a highly significant positive relationship, indicating a strong association between learners' dialogic skills and their interactive abilities.

In terms of Learners' Speaking Skills, for Interactive Conscience ($r = 0.881$, $p = 0.000$), this indicates a very strong positive correlation between learners' speaking skills and interactive conscience. The p -value of 0.000 suggests that this relationship was highly significant. Mercer and Howe (2019) emphasized that dialogic teaching, which enhances speaking skills, helps develop students' ability to engage in reflective and ethical communication, forming a strong interactive conscience. About Performances' Assessments ($r = 0.883$, $p = 0.000$), there is a very strong positive correlation between learners' speaking skills and performance assessments. The p -value confirms the significance of this relationship. Mercer et. al., (2019) found that effective speaking skills improve the quality of performance assessments through clear and articulate self-expression, allowing for better peer and self-evaluation. Considering Changes in Perspective ($r = 0.845$, $p = 0.000$), learners' speaking skills also strongly correlate with changes in perspective, with a highly significant p -value. Wegerif (2018) noted that proficient speaking skills facilitate perspective-taking and cognitive flexibility during dialogic interactions, enabling students to consider and integrate diverse viewpoints.

Learners' reasoning skills showed an extremely strong positive correlation with interactive conscience, and

this was statistically highly significant. Boyd et. al., (2020) emphasized that reasoning skills are fundamental for developing an interactive conscience, as they support ethical and reflective thinking, enabling students to engage in deeper moral and ethical discussions. The highest correlation in this set (Interactive Conscience ($r = 0.905$, $p = 0.000$)**:) indicates that learners with advanced reasoning skills have a highly developed interactive conscience. Howe et al. (2019) emphasize that reasoning skills are crucial for engaging in ethical and moral dialogues, thus enriching the interactive conscience. A strong correlation here (Performances' Assessments ($r = 0.893$, $p = 0.000$)**) suggests that learners with superior reasoning skills are significantly better at assessing their performances. This strong and significant relationship (Changes of Perspective ($r = 0.869$, $p = 0.000$)**) indicates that those with high reasoning skills can adeptly change perspectives. Wegerif (2018) contends that reasoning skills provide the cognitive flexibility necessary for perspective-taking, a critical aspect of dialogic learning.

Considering Learners' Critical Thinking Skills, a very high correlation, Interactive Conscience ($r = 0.900$, $p = 0.000$)**, indicates that learners who excel in critical thinking skills typically have a well-developed interactive conscience. Mercer et al. (2017) affirm that critical thinking is essential for ethical reasoning, which is a key component of an interactive conscience. The strong correlation between Performances' Assessments ($r = 0.893$, $p = 0.000$)** suggests that learners with strong critical thinking skills are adept at evaluating their performances. A significant r-value here (Changes of Perspective ($r = 0.856$, $p = 0.000$)**) indicates that learners proficient in critical thinking are highly capable of adopting different perspectives. Howe et al. (2019) underscore that critical thinking equips students with the skills needed to view situations from various angles, enhancing their ability to change perspectives.

The table reveals that all measured correlations between English Dialogic Skills and Dialogic Interactive Abilities are highly significant (p -value = 0.000), indicating that as one aspect improves, the related interactive aspect also shows significant positive changes. The strong r-values (ranging from 0.845 to 0.905) reflect the robust nature of these relationships, underscoring the importance of developing dialogic skills to enhance interactive abilities in educational settings.

Table 7

A Proposed Dialogic Learning Program for EFL Chinese Learners for Enhancing English Dialogic Activities, Skills, and Interactive Abilities

Key Result Area	Objectives	Program/ Projects	Success Indicators	Persons involved
1. English Dialogic Activities	Foster an open and inclusive dialogic environment	1. Dialogic Circles: Weekly discussion groups where students share their thoughts on given topics.; 2. Role-Playing Scenarios	1. 90% of students have increased engagement and participation in dialogic circles; qualitative feedback from students on their experiences. 2. 90% of students have assumed different characters and perspectives to discuss complex issues, incorporating real-life scenarios to make activities relatable.	Teachers and students
	Foster a supportive and positive learning environment	1. Public Speaking and Presentation Modules. 2. Demonstration and case study of the different behavior of expressing their viewpoints.	1. 90% of students have increased proficiency in public speaking and presentation. 2. 90% of students have Increased motivation and positive attitudes towards learning.	Teachers and students
2. Develop English Dialogic Skills	Develop students' speaking and reasoning skills	1. Critical Thinking Workshops focusing on critical thinking strategies, including exercises on problem-solving, identifying logical fallacies, and engaging in reasoning debates.; 2. Debate Club: Monthly debates on various topics	1. 90% of students have output-enhanced critical thinking outcomes measured by pre- and post-workshop assessments.; 2. 90% of students have improved verbal articulation and logical argumentation	Teachers, Debate Coaches, and students
	Enhance critical	1. Perspective Exchange:	1. 90% of students can have a greater	Teachers,

	thinking and perspective-taking	Paired interviews. 2. Reflective Practice Journals for students	appreciation of diverse viewpoints to different perspectives, fostering inclusivity and varied viewpoints. 2. 90% of the students can document their learning experiences, thoughts, and feedback from dialogues and activities, encouraging regular entries and self-reflection.	Peer Mentors, and students
3.Dialogic Interactive Abilities	Developing the learners' awareness of interactive conscience	1. Peer Feedback Systems between EFL students and native speakers. 2. Interdisciplinary Dialogues: Collaborative projects with other curriculum	1. 90% of students have improved peer interactions and enhanced interactive conscience observed through peer evaluation forms.; 2. 90% of students have developed a broader understanding of topics through interdisciplinary approaches.	Teachers, native speakers, curriculum designers, and students
	Develop leadership skills in dialogic settings	1. Student Leadership Programs: Student-led activities and projects 2. Leadership Dialogues: Role-play and scenario-based activities	1. 90% of students can further understand the criteria for leadership evaluations clearly. 2. 90% of students have improved leadership skills and confidence in leading discussions	teachers and students

4. Conclusions and recommendations

English Dialogic Activities in terms of openness for dialogue, dialogic participation, and students' attitudes, the respondents, on average, held favorable views. The respondents showed a positive perspective on dialogic skills. They reflected a general satisfaction with the development of speaking, reasoning, and critical thinking skills through dialogic activities. The respondents held a generally positive attitude towards various learning dimensions. Students adapted themselves better to the development of dialogic interactive abilities. There were highly significant correlations among the three variables. It indicates that the better English dialogic activities, the better the development of dialogic skills; the better English dialogic activities, the better the improvement of the interactive abilities; and the better the improvement of the interactive abilities, the better the development of dialogic skills. A dialogic learning program for EFL Chinese learners was proposed to enhance Chinese college English teaching and learning.

Policymakers may develop policies that prioritize dialogic and interactive learning methods, setting student-centered classroom practices. An increase in funding to purchase learning materials, digital tools, and technological resources and a support to continuous professional development may be put in place to improve students' performances on the dialogic and interactive skills. Curriculum designers may pay more attention to designing curricula that integrate listening, speaking, reading, and writing skills, with a strong emphasis on dialogic activities; utilize materials that reflect students' cultural backgrounds makes learning more engaging and relatable; And incorporate modules that focus on cultural competence and global communication skills. English teachers may employ teaching strategies that emphasize student participation, such as role-playing, debates, group discussions, and interactive simulations. Teachers should also use formative assessments to gauge student participation and progress. Interactive teaching methods can significantly improve students' speaking and listening skills, thereby enhancing their overall communicative competence. Teachers may also be trained on how to effectively incorporate these tools into their teaching. The colleges may create a resource-rich learning environment with access to libraries, language labs, multimedia classrooms, and extracurricular English activities like English clubs or speech contests. Colleges should also provide counseling services to support students' language learning and develop collaborative learning spaces equipped with modern technology where students can work together on projects and engage in peer learning. Other researchers may conduct longitudinal studies to assess the long-term impact of interactive learning methods on students' language proficiency. The research may focus on various age groups and educational settings to provide comprehensive insights. Studies may explore the impact of specific technologies on student engagement, motivation, and learning outcomes. Further research may identify the most effective technologies and how they can be integrated into teaching practices to maximize student engagement and learning outcomes.

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